Needs Analysis of Electronic Story Calendar Media to Improve Spirit of Nationalism

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A R T I C L E   I N F O

A B S T R A K

Wabah virus corona (Covid-19) yang melanda negara-negara di dunia, menghadirkan tantangan lanskap pendidikan, khususnya sekolah dasar. Oleh karena itu, pembelajaran online memerlukan ketersediaan berbagai sarana dan prasarana pembelajaran yang mendukung pembelajaran online, misalnya perangkat elektronik dan koneksi internet. Keadaan ini membuat guru dan siswa belajar mengenal dan menerapkan berbagai macam teknologi dalam pembelajaran online. Guru dan siswa juga harus terbiasa mengamati, mengeksplorasi dan bermain dengan teknologi dalam pembelajaran dan aktivitas sehari-hari. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis media pembelajaran yang perlu dikembangkan dan dioptimalkan untuk siswa kelas V di Sekolah Dasar. Penelitian ini menggunakan rancangan mixed-method dengan pendekatan kualitatif dan kuantitatif serta model explanatory. Kami menyebarkan kuesioner kepada 121 siswa melalui Google Forms dan juga mewawancarai sembilan guru dan sembilan siswa. Kami menemukan bahwa: (1) tentang perlunya pengembangan media pembelajaran untuk meningkatkan keterampilan membaca pemahaman, 45% guru setuju sangat perlu dan 64% siswa setuju perlu, (2) tentang minat terhadap media kalender cerita elektronik, 56% guru setuju menarik dan 49% siswa setuju sangat menarik, dan (3) mengenai perlunya pengembangan media kalender cerita elektronik tentang pahlawan nasional, 56% guru setuju sangat perlu dan 50% siswa setuju bahwa itu perlu.

A B S T R A C T

The coronavirus (Covid-19) outbreak which has hit countries worldwide, presents its educational landscape challenges, especially elementary schools. Therefore, online learning requires the availability of various learning facilities and infrastructure that support online learning, for example, electronic devices and internet connections. This situation makes teachers and students learn to recognize and apply various kinds of technology in online learning. Teachers and students must also be familiar with observing, exploring and playing with technology in their learning and daily activity. This study aims to identify and analyze instructional media that need to be developed and optimized for fifth-grade students in Elementary School. This research implemented a mixed-method design with a qualitative and quantitative approach and the explanatory model. We distributed a questionnaire towards 121 students through Google Forms and also interviewed nine teachers and nine students. We found that: (1) regarding needs for the development instructional media to improve reading comprehension skills, 45% teachers agreed that it was very necessary and 64% students agreed that it was necessary, (2) regarding interest towards electronic story calendar media, 56% teachers agreed that it was interesting and 49% students agreed that it was very interesting, and (3) regarding needs for the development of electronic story calendar media about the national hero, 56% teachers agreed that it was very necessary and 50% students agreed that it was necessary.

1. INTRODUCTION

The coronavirus (Covid-19) outbreak which has hit countries worldwide, presents its educational landscape challenges, especially elementary schools. To combat Covid-19 pandemic, the government has implemented the policy of physical distancing. Through the Ministry of Education and Culture, the government ordered schools to conduct online learning (Firman & Rahman, 2020). Online learning is a learning model that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Online learning enables students and teachers to carry out learning interactions (Kuntarto, 2017). Therefore, online learning requires the availability of various learning facilities and infrastructure that support online learning, for example, electronic devices and internet connections. This situation makes teachers and students learn to recognize and apply various kinds

of technology in online learning. Teachers and students must also be familiar with observing, exploring and playing with technology in their learning and daily activity (Ihmeideh, 2014). Technology is an inseparable part of distance learning and various aspects of life in the 21st century (Amrin, 2021). In a learning activity, technology can function as educational media for teachers and students. In this case, teachers' training should be empowered as an integral variable (Purnasari & Sadewo, 2020; Yusron et al., 2020).

Learning media is one of the supporting elements of learning. Other supporting components are communication, teaching materials, students, and learning objectives (Arsyad, 2014; Wiarto, 2016). Media relations with other components are interrelated and complementary. Media is a tool for communicating, delivering teaching materials, and achieving goals. The main functions of learning media are: (1) presenting stimulus (2) directing the attention of students, (3) providing external directions, (4) guiding the direction of thinking of students, (5) encourage knowledge transfer, and (6) assess learning achievement (Gagne, 1970; Onyenemezu & Olumati, 2014). One type of instructional media is electronic media. It can be translated as media that requires electronic devices in order to access and use media. Electronic media can be accessed via computer monitors and devices (Prabowo & Heriyanto, 2013). Examples of electronic learning media are electronic books (Dore et al., 2018; Troseth et al., 2020), interactive alphabet books (Evans et al., 2017), learning videos (Evans et al., 2017), electronic picture storybooks (Richter & Courage, 2017), and interactive electronic storybooks (Richter & Courage, 2017). Teachers are given the freedom to choose and develop various forms and types of learning media according to the teachers' resources, students' condition and schools' conditions. Therefore, teachers should have more robust pre-requisite knowledge regarding learning media types to filter and implement proper learning resources in the learning activity. Governments' distancing policy has caused school libraries to close. This makes it difficult for teachers and students to find print-based media such as childrens' storybooks, picture storybooks and others. Teachers in developing countries face challenges to promptly adjust students' learning behavior (Atmojo & Nugroho, 2020; Jhon et al., 2020). A sudden change from traditional learning to online learning had confused teachers. On the other hand, students had difficulties understanding learning materials explained by their teachers (Atmojo & Nugroho, 2020). Students suffered due to stress in online learning during covid-19 pandemic (Jatira & Neviyarni, 2021). This caused low motivation and digital engagement from students to participate in online learning.

Problems related to online learning happened in Elementary School number in Seberang Ulu 2 districts in Palembang such as Elementary School number 91, 96, and 99 Palembang. Teachers of fifth-grade class experience difficulties and confusion in choosing and obtaining appropriate learning media for online learning. Based on an interview conducted towards teachers in Elementary School number 91, 96, and 99 Palembang, several teachers only used books given by the government to explain learning materials. Similarly, other teachers just gave an assignment to students without explicit learning instruction. This situation implicated learning activities became passive. They claimed that online learning caused difficulties to interact and communicate with students. As a result, teachers also had huge problems in teaching character value on students. Character education, a concept for the development of moral awareness in students emerging from a psychological, social learning, and a frame of mind cognitive development. Character development starts from formation of attitudes based on certain values such as religion, culture, and state ideology (Mafirja & Sa'Adah, 2018). Character education is integrated into the entire school community as a strategy for help remind students to stay alert in an educational environment, contribute to community and participate actively as citizens. Character education can be implemented through guidance service from teachers. In Indonesia's primary school, guidance service is the responsibility of the homeroom teacher because there are no personnel professionals who are appointed and assigned to elementary schools. Electronic story calender media in this study is especially designed to teach character values such as spirit of nationalism.

The definition of spirit of nationalism can refer to thoughts and actions that prioritize the nations' interests and country compared to oneself or its group (Kemendikbud, 2010: 10). The character of spirit of nationalism has several indicators. Hands of spirit of nationalism character for students from the fourth until sixth grade are: 1) participate as a committee in significant and historical events of Indonesia, 2) speak in Indonesian while doing a presentation in the classroom, 3) know the lyrics and can sing national songs, 4) love traditional ceremonies in Indonesia, 5) interact and build a friendship with everyone regardless of ethnicity, religion and race, 6) have the awareness that Indonesia's independence is the result of the hard work of all Indonesian ethnic groups and nationalities (Aqib & Amrullah, 2011). Based on the results of interviews with several teachers of fifth-grade class at Elementary School number 91, 96 and 99 Palembang, students' behaviours were not following the spirit of nationalism character. Students at Elementary School number 91, 96, and 99 Palembang stated that they preferred and could sing songs from other countries than national songs. Interviews with teachers at Elementary School number 91, 96 and 99 Palembang also revealed that students were more familiar with artists' names from other countries than national heroes.

The results of interviews with teachers and fifth-grade students at Public Elementary School number 91 Palembang assert that the cause of the low character of students' national spirit is due to the lack of teaching the values of spirit of nationalism to students. Students memorize the name of actress well because students were more familiar with them than national heroes. Interviews with fifth-grade students at Elementary School number 91, 96, and 99 Palembang presented that students were more familiar with the name of artists from other countries than national heroes because students often see friends, relatives and other family members idolizing and admiring artists from other countries. Therefore, fifth-grade students assumed that the artist is someone who must be known and admired.

There were many studies about need analysis for the development of media (Hendriyani et al., 2018; Mubai et al., 2020), module (Arantika et al., 2018; Nastiti et al., 2018; Yusop et al., 2015), and learning materials (Hariyadi & Yanti, 2019; Lapele, 2019; Tanjung, 2019) in the past few years. Nevertheless, most of them were conducted before the implementation of online learning in Covid-19 pandemic. On the other hand, information regarding instructional media development was needed, especially for teachers and researchers to help teachers choose and develop suitable media for students in online learning. With the aforementioned consideration, the researchers developed electronic story calendar media. Definition of story calendar media refers to the notion of pictorial story-based learning media and has a calendar-like shape. Story calendar media consists of several pages that contain teaching materials and materials. Story calendar media is well organized. Every page in the story calendar media does not have to be used on the same day (USAID, 2014). Students can work on activities on each page in different days. Story calendar media is similar to a picture book because of stories and images presented in both media. The most apparent difference between the two media is in terms of the shape of the media. The media story calendar has a form like a calendar. The special feature of the story calendar media is that there are elements of stories, pictures, and student activities. Type of story calendar media that researchers would like to develop is an electronic version of story calendar media. It is a combination of electronic books and picture storybooks. The electronic story calendar media can be an electronic book because it is an electronic file containing images and text stored in computer format. The electronic story media calendar is in the form of files stored in computer format and contains multimedia components such as animation, video and audio. This research aims to know the learning media that need to be developed to improve spirit of nationalism character of fifth-grade students.

2. METHODS

This research employed a mixed-method research design in order to get detailed answers, information, and overview (Creswell & Tashakkori, 2007). We combined both qualitative and quantitative approach to gather and analyze data. We chose the explanatory model as our mixed method research design (Teddlie & Tashakkori, 2009). We included quantitative data collection by giving a questionnaire towards 121 students. The questionnaire was given to students by providing links of google form for students to choose one out of three answers. Then, we also include qualitative data from interview towards nine teachers and nine students. We conducted this research in Elementary School in Seberang Ulu 2 district in Palembang. We applied random sampling. As a result, the subject of research was Elementary School number 91, 96, and 99 Palembang. The purpose of this study was to get information, overview and interpretation based on the actual situation in the field. This study's focus was to analyze problems, needs of students and teachers during online learning in Covid-19 pandemic. This analysis refers to the preliminary research stage from the stage Research and Development of Borg and Gall model (Borg et al., 1983). Figure 1 explained details of the research design.
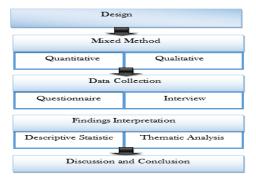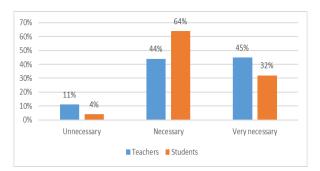

Figure 1. Details of Research Design.

3. RESULT AND DISCUSSION

Results

This section explained about result that we obtained from questionnaire and interview towards 9 teachers and 121 students. There were 2 indicators that guide researchers to make statements for students. They were: (1) needs for the development instructional media to increase spirit of nationalism character, and (2) interest and needs for electronic story calendar media about national hero. Figure 2 indicated the needs for the development of instructional media to increase spirit of nationalism. There were 45% teachers agreed that instructional media was essential. Teachers claimed that instructional media helped them to teach character value to students mainly during online learning. There were 77 students or 64% of students agreed that development of instructional media to increase spirit of nationalism character was necessary in online learning. Based on interview, students stated that learning from students' book was not enough. Therefore, they needed other instructional media to make them engage in learning and understand about character value from stories.
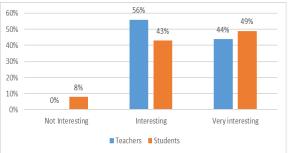

Figure 2. Needs for Instructional Media to Increase Spirit of nationalism Character

Figure 3. Interest towards Electronic Story Calender Media

Figure 3 denoted interest in electronic story calendar media. There were five teachers or 56% of teachers who considered that electronic story calendar media was engaging. In addition, there were 59 students or 49% of students who thought that electronic story calendar media was fascinating. We gave the example of electronic story calendar media to students and asked students' opinion about the media. Both students and teachers gave positive feedback. Teachers claimed that electronic story calender media was unique and interesting. Teachers stated that it was the first time they saw this type of media. Teacher also claimed that the presence of multimedia components such as animation, video, hyperlink button, animation would encourage students to be curious and interested in learning.
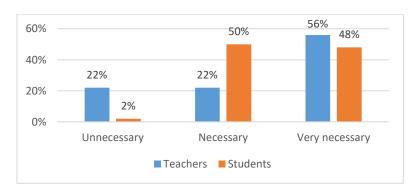

Figure 4. Needs for the Development of Electronic Story Calendar Media about National Hero

Based on Figure 4, there were 5 teachers or 56% of teachers who agreed that the development electronic story calendar media about national hero was essential. In addition, there were 60 students or 50% students who agreed that the development electronic story calendar media about national hero was necessary. Teachers claimed that this media would help them to teach history of Indonesia such as struggle of national hero during colonialization era. When teachers were asked about the name of heroes, they recommended Pangeran Diponegoro, Kartini, and Soekarno. The reason was that these heroes were famous for their spirit of nationalism and nationalism character. Interviews with teachers also revealed that students were more familiar with artists' names from other countries than national heroes. The results of

interviews with teachers and fifth grade students revealed that the cause of the low character of students' spirit of nationalism character is due to the lack of teaching the values of spirit of nationalism to students. Students memorize name of actress well because students were more familiar with them than national heroes. Therefore, the development of electronic story calendar media about national hero was necessary to teach characters such as spirit of nationalism.

Discussion

Based on the result of questionnaire and interviewed, we found that: (1) regarding needs for the development instructional media to improve reading comprehension skills, 45% teachers agreed that it was very necessary and 64% students agreed that it was necessary, (2) regarding interest towards electronic story calendar media, 56% teachers agreed that it was interesting and 49% students agreed that it was very interesting, and (3) regarding needs for the development of electronic story calendar media about the national hero, 56% teachers agreed that it was very necessary and 50% students agreed that it was necessary. Therefore, the development of electronic story calendar media about national hero was necessary to teach characters such as spirit of nationalism. The era of globalization has resulted in many influences from foreign nations entering Indonesia. This situation needs to be balanced by inculcating of the spirit of nationalism character in students, especially elementary school students. The reason is because the age of elementary school students (6-12 years) is a critical age to build a solid foundation for character building because students are in an intellectual or harmonious period where students become easier to learn than before or even after (Narwanti, 2011).

Due to physical distancing policy, teachers had difficulties in teaching character value towards students. Therefore, the presence of instructional media that include material learning about character value was necessary. Instructional media is a tool for communicating, delivering teaching materials, teaching character values. One of important criteria in designing technology-based instructional media is the benefit of the media itself (Chen et al., 2016). Instructional media that teachers designed should make learning became more effective and efficient for students (Chen et al., 2016). Electronic story calendar media is instructional media that can be used in the classroom or learning activity. As a part of instructional media, it aims as a tool for communicating, delivering teaching materials, and achieving goals. Learning media provides many essential functions in various subjects and students' class levels. Electronic story calendar media is similar to electronic picture books because it has story, pictures and multimedia components. The benefits of picture storybooks for students are: (1) increasing reasoning skills(Kümmerling-meibauer, 2015), (2) creating fun learning, (3) training imaginative abilities, (4) provide the opportunity to see the lifestyle and experiences of others(Husband, 2019), and (5) find out the problems in life that affect students and others(Norris, 2020). Electronic story calendar media in this study is especially designed to teach character values such as spirit of nationalism. Currently, a lot of research is starting to focus on using an electronic version of storybooks into classroom learning activities (Bee Choo & Zainuddin, 2018; Ihmeideh, 2014; Ertem, 2010; Korat & Shneor, 2019).

Electronic media has many advantages related to the flexibility of publication methods, economic benefits, ease of use, environmental friendliness, and the ability to store and edit data with technology (Rao, 2003). Electronic instructional media, such as electronic books provide opportunities for students to explore a different world (O'Toole & Kannass, 2018). Electronic books make it easier for students to find information and read books without going to libraries and bookstores. Students can read books through electronic devices such as devices, laptops, and others. Electronic media, such as electronic books, provide students with choices of reading material other than printed-based books (Roskos et al., 2016). This emerges that the existence of electronic books is essential. According to Usta & Güntepe (2017), electronic media should contain various multimedia components to attract students' interest. The use of multimedia will make learning to be more attractive and more manageable for students to find information. Multimedia can make a process delivery of learning information more effectively conveyed than without using the media (Sardiman, 2011: 11-15). Learning media provide many important functions in various types of subjects, and the class level of students (Onyenemezu & Olumati, 2014). Electronic learning media provide opportunities for students to explore different worlds and gain new knowledge (O'Toole & Kannass, 2018). The existence of electronic learning media, such as electronic books, provides students with choices of reading materials other than printed books (Roskos et al., 2016).

Stories about history of Indonesia such as struggle of national hero during colonialization era is needed to teach and improve students' spirit of nationalism character. Students obtain four benefits while learning about biographical stories of national hero. First, students can develop chronological thinking competencies in describing the process of social development and diversity. This is important to foster a national identity amid current globalization. Second, students become aware of the diversity of cultures, perspectives, races and ethnicities and can respect differences in society. The hope is that social harmony

can be realized. Third, students can train analytical and critical thinking competencies. Through biographical stories of heroes, students see experiences in the past and connect them to the present and see the possibilities that occur in the future. Fourth, students can increase their understanding of the struggles that heroes have carried out. Biography from national hero provides an overview to students regarding the attitudes that should be carried out today as a form of student appreciation for a national hero. Therefore, teachers should not only teach knowledge about an event that occurred in the past but also encourage students to imitate values that can be emulated from the hero biographical story. Behavior is learned from the environment through observational learning. Learners observe and process the behavior of other individuals in their environment. The individual being observed is called a model. Then, students imitate the model's behavior. Observational learning is not only done by observing other people directly in real life but also could be done by listening to verbal instructions, such as listening to podcasts. Students can also learn by reading, listening to, or watching characters' actions in books and films. The values of this hero struggle can build a love for the country (nationalism), a sense of belonging, and even increase self-sacrifice (spirit of nationalism).

4. CONCLUSION

Based on the result of questionnaires and interviews, we concluded that learning media that needed to be developed to improve spirit of nationalism character of fifth-grade students is electronic story calendar media about national hero. This research is expected to give information about the learning media that needed to be developed for fifth-grade students in online learning during the Covid-19 pandemic. Hopefully, teachers would have pre-requisite knowledge regarding the types of learning media to choose and adapt them into learning activity. We also hoped that the result of this research would encourage teachers to develop various forms and types of learning media according to the teacher's resources and the conditions of students and schools especially during covid-19 pandemic. The limitation of this study was the limit of sample size. We only identify the need analysis from three elementary schools in Seberang Ulu 2 district in Palembang. Therefore, we propose research about need analysis dan development of instructional media in other provinces or regions of Indonesia such as Java, Kalimantan, Sulawesi and others.

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